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ABSTRACT

This report describes a program proposed by a library media specialist at the Titusville (New York) Middle School to encourage the use of the media center by teachers. The media specialist recognized that, although she spent a great deal of time and effort thoroughly orienting and instructing student patrons, no formal mechanism existed for familiarizing teacher patrons who would particularly profit from it, e.g., a teacher reassigned to this school from another building or a recent college graduate. The media specialist identified several benefits of introducing teaching staff to the library, including the facilitation of cooperative curriculum planning, and general promotion of use of the library. The professional literature was consulted to explore methods for orienting other adult users in libraries; it was determined that the most effective program would allow new staff members to learn about the library over an extended time period while adjusting to their new situation. The program would be activated after a meeting in which the following policies and processes were discussed: interlibrary loan; circulation and reserve; recommending, budgeting, ordering, and processing materials; use of community resource people and libraries; joint classroom-library planning and teaching; and study hall procedures. Follow-up discussions and program evaluation, felt to be necessary to ensure future success, are also planned. A map of the library to be handed out at the initial meeting and an agenda for such a meeting are appended. (7 references) (SD)

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ORIENTATING NEW FACULTY MEMBERS

TO THE

LIBRARY MEDIA CENTER

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JULY, 1989

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

We Middle School Library Media Specialists often charge that many teachers never set foot in the Library Media Center. We claim that this is the way it has been and will be in the future; "Some teachers just never use the Library," we say with a deep sigh. We do spend a great deal of time and effort, however, orientating the students thoroughly into Library Media Center operations, organization, and procedures. Yet what do we actively do for the faculty? Especially for the new faculty member--who is a reassigned teacher from another building or a recent college graduate--what do we provide as an introduction for them to the resources of the Library Media Center? How do we promote the role of the Library Media Center in curriculum planning unless we actively orientate new faculty members to its usefulness?

I am a School Library Media Specialist at Titusville Middle School, which has 680 students and 60 faculty members. In the past, I have attempted to make contact with new staff members in order to make information available on Media Center materials and services. These efforts were sporadic at best and I realized that, with a large influx af new faculty members in 89-90, a more organized effort must be instituted. If the new faculty members were to become users of the Media Center, a goal for the following year

would be to orientate these new staff members. Research would show what procedures have been found to be worthwhile in orientating other adult learners in Libraries and/or Library Media Centers.

Research maintained that the correct orientation for adult faculty could have a positive outcome on library usage. A discussion of possible support systems that allowed for contact over an extended time seemed to be the preferred mode of orientating. This process would allow a new staff member to adjust to the position, the building, the library, the community, and the other faculty members with the greatest amount of personal growth for that individual teacher. (1)

Additional research by Lee stated, "Faculty who themselves are avid library patrons inspire students to become library users. But Librarians need to take the initiative in contacting all faculty." Lee admits that this is not a one semester process, speaking in regards to college staff, but has to be continually attempted. (2) At the Central State University in Edmond, Oklahoma, only 15% of the faculty were found to have classes use the Library; orientation procedures for the faculty were being used and proven worthwhile, once the library staff took the initiative in offering bibliographic and planning advice. (3) Northern University Libraries of Illinois described their orientation and considered that the faculty should know about the following: interlibrary loan, library

instruction for the students, circulation and reserve policies, ordering and processing information, displays and availability, photo duplication services, work areas, library employees, joint classroom-library planning and teaching. A map of the library was of definite value in orientating adult staff quickly. It's interesting to think that the same goal of developing "in the students independent learning habits and life-long library use" could be the goal for the adult learner, i.e., faculty member, as well as for the student. (4)

The research gave several procedures for orientating the faculty which would coincidentally increase the overall usage rate of the Library Media Center by faculty and students. One item I will use is a map of the Library Media Center. (See Appendix A) The map will give the general areas which new staff would likely need assistance in locating. This map will be a prime item on the agenda of an orientation meeting to which all new staff and, of course any returning faculty members, would be invited to attend. The other items will follow the locational details. Included will be a discussion of student and staff procedures for circulation; library skills processes; reserves; interlibrary loans; use of community resource people and libraries; recommending, budgeting, ordering, and processing of materials; joint classroom-library planning and teaching; study hall procedures; and news from the library. (Appendix B gives

more details on items covered.) The orientation will be considered ongoing and current reading and specific faculty needs will dictate what areas will be covered in the future.

The orientation is incomplete without follow up. Sometime in December and again in February it will be prescribed that a concerted affort to offer the use of resources and curriculum planning expertise of the Library Media Center and Specialists will be offered, this time on a more informal basis.

Lastly, some evaluation should be arranged. Records have been kept for the past three years which detail teachers and their joint classroom-library planning and teaching. A record will be kept of usage during the 89-90 school year and then this record can be compared with the prior statistics to notice any changes. Our Library Media Center resources are too valuable to remain unused. Orientation of new faculty will undoubtedly broaden the user base of the Library Media Center and result in the Library Media Center truly being a "Center" in fact as well as name.

FOOTNOTES:

(1.) Ronald W. Rebore, Personnel Administration in Education, pp. 131-153 and Daniel Tanner and Laurel Tanner, Supervision in Education, pp. 479-483.

(2.) Sul H. Lee, Library Orientation, p. 33.

(3.) Andrew Peters, Report on the Library Survey of the Faculty, pp. 1-98.

(4.) Mary E. Crimmins and others, Northern Illinois University Library Instruction: Scope and Mission Statement, pp. 3-18.

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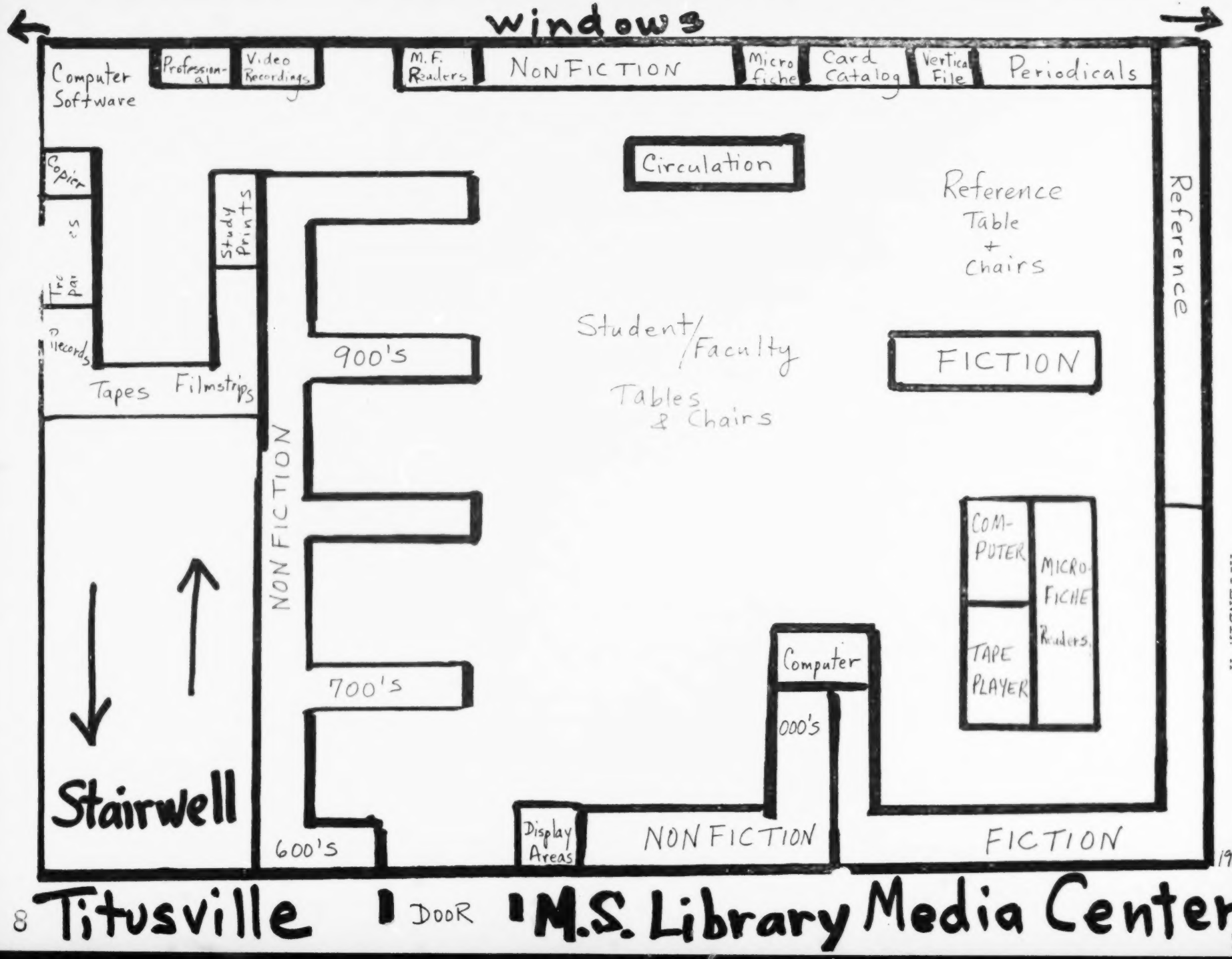

APPENDIX A

1989

APPENDIX B

NEW FACULTY ORIENTATION MEETING
ITEMS TO BE COVERED

1. Locational details:
   Map - handouts

2. Operational details:
   Hours 7:20-3:00
   Workroom: VR - videorecording; CS - computer software; TR - transparencies; SP - study prints; TA - tapes; PR - phonograph records; FSS - sound filmstrips; FS - filmstrips;
   Library Proper: card catalog; nonfiction; periodicals; microfiche; vertical file; reference; fiction; microfiche readers; computers; tape players

3. Circulation:
   Students: Fiction and Nonfiction - 2 weeks, overdues 2 cents/school day
   Reference and Periodicals - overnight, overdues 25 cents/school day

   Faculty: Name on card and name in space where due date would have been stamped; no time limit unless other staff member or student requests; magazines done by putting name, magazine, month, date, year on 3x5 card and leave card on Circulation desk.

3. Library skills:
   Sixth graders come every other week for scheduled library skills and with reading classes for book selection; seventh and eighth graders have scheduled joint classrooom-library planning and teaching.

4. Reserves:
   Items you want classes to use can be reserved for students.

5. Interlibrary loan:
   Staff and students can get materials from other locations in New York State.
   Located in District - 2,3 days
   Other local schools - 2 weeks
   Seven county system - 2 weeks or longer

6. Community resources:
   People + Libraries
   Universal borrowing card

7. Materials:

Recommendations: Yourself or library review
Budget: Early December
Book orders: centrally received; we order based on prior school year requests; magazines ordered only in October; computer software done as a single district BID list early in the school year.
All items are cataloged.

8. Joint classroom-library planning and teaching:
Main schedule book
Check on availability prior to assigning
Professional reference collection
Joint teaching; use example such as microfiche readers.

9. Study hall procedures:
5 for Reference; 2 for book selection
Policy for return to study hall: inappropriate behavior will merit; no long term suspension unless joint consultation of Principal and/or Assistant Principal and Librarian.

10. News updates from the library:
Notices of new fiction and nonfiction books sent to all staff members.
When a special order is received, notification is sent to staff member involved.
Meeting announcements, pertinent reviews of book and nonbook materials are sent to all in a department for their consideration.